

DOCUMENT RESUME

ED 222 736

CE 034 215

AUTHOR Dunmeyer, Kathryn; And Others
TITLE Health Occupations Education I. Instructor's Manual.
INSTITUTION South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
PUB DATE 81
NOTE 279p.; For related documents, see CE 034 216-226.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE MF01/PC12 Plus Postage.
DESCRIPTORS Allied Health Occupations; *Allied Health Occupations Education; Individualized Instruction; Job Skills; Learning Modules; *Medical Assistants; *Nurses Aides; Postsecondary Education; Secondary Education; Student Evaluation; Teaching Guides

ABSTRACT

This instructor's manual accompanies the 11 sets of modules in the Health Occupations Education I instructional package for the first year of a 2-year course of study. Introductory materials include a list of the modules in the instructional package, a list of the specific tools and supplies required in the learning activities found in the modules, and lists of instructional references and filmstrips. Instructor's guides provided for each module contain some or all of the following components: information on contents of module, recommended references, materials for each student learning activity (suggestions; necessary tools, equipment, and supplies; teacher's notes), and suggestions for extended learning. An achievement record form is also provided that is suitable for recording a student's ratings on each task covered in the modules. (YLB)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

ED222736

HEALTH OCCUPATIONS EDUCATION I

Instructor's Manual

Materials Developed By

Kathryn Dunmayer
Lynhaven Career Center
3660 Lynhaven Drive
Columbia, SC 29204

Lucie Blumstein
Calhoun-Orangeburg Vocational
Education Center
P. O. Box 1446
Orangeburg, SC 29115

Nancy Day
Enoree Area Vocational Center
108 Scalybark Road
Greenville, SC 29609

Patricia De Leone
Howard High School
Kaminski Street
Georgetown, SC 29440

With Special Assistance From
Barbara H. James
State Consultant
Health Occupations Education

Development Directed By
Patricia A. Wilson
Curriculum Specialist, Clemson University

Ellen T. Hayden
Curriculum Designer, SC Department of Education

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

✓ This document has been reproduced as
received from the person or organization
originating it.

□ No changes have been made to improve
reproduction quality.

• Points of view or opinions stated in this docu-
ment do not necessarily represent official NIE
position or policy.

Produced By
SC Department of Education
Office of Vocational Education
Vocational Curriculum Development Section
Columbia, SC 29201

1981

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

E L Knight

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

CE 034 215

SOUTH CAROLINA DEPARTMENT OF EDUCATION

Dr. Charlie G. Williams, State Superintendent of Education

**Division of Instruction
Sidney B. Cooper, Deputy Superintendent**

**Office of Vocational Education
Dr. Moody M. Oswald, Jr., Director**

**Vocational Curriculum Development Section
Dr. Robert T. Benson, Chief Supervisor**

**South Carolina Department of Education: An Equal Opportunity Agency
Columbia, South Carolina 29201**

TABLE OF CONTENTS

	Page
List of Modules	1
Tools & Supplies	3
Instructional References & Filmstrips	5
Instructor's Guides	8
Achievement Record	142

INTRODUCTION

The development of curriculum materials for use in South Carolina's Health Occupations Education I offerings commenced in the summer of 1979. While its first efforts were aimed at providing a set of minimum instructional standards for the State, the materials are designed to measure student progress via performance.

The Health Occupations Education I instructional package is organized in *modules* which are based on tasks identified by practitioners in the health field. The modular learning approach allows for individualized instruction and flexibility of teaching styles.

The suggested teaching/learning activities are centered on the student rather than the teacher, the traditional focus of instructional materials. Since added responsibility is placed on the student, results of evaluation have evidenced that interest and motivation are greatly increased.

The classroom delivery package was developed and evaluated by in-State health occupations instructors and students. Special appreciation is directed to Janet Ulschafer, Donaldson Area Vocational Center and Patricia DeLeone and Donna Willoughby, Howard High School. These teachers agreed to field-test the materials which were prepared by the individuals whose names are cited on the title page.

Developed by your colleagues who share your experiences, the Health Occupations Education I materials should enable you to personalize and individualize your instructional approaches. Serving the first of a two-year course of study, the materials are designed to stimulate and motivate students and at the same time prepare them for entry level job opportunities as assistants on health care teams in a variety of practice settings.

The staff of the Office of Vocational Education, State Department of Education, values the Health Occupations Education I classroom delivery package as one means for establishing program uniformity, identifying minimum program standards, and providing a system of accountability for teachers and students.

Barbara H. James
State Consultant
Health Occupations Education

Ellen T. Hayden
Vocational Curriculum Designer

LIST OF MODULES
HEALTH OCCUPATIONS I

I. Medical and Surgical Asepsis

- A. Washing Hands
- B. Preparing Equipment for Sterilization
- C. Preparing an Isolation Unit
- D. Performing Terminal Disinfection
- E. Serving and Removing Food Trays for the Isolation Patient
- F. Putting on and Removing Gloves and Face Masks
- G. Putting on and Removing Sterile or Non-Sterile Isolation Gown

II. Vital Signs

- A. Measuring and Recording Patient's Temperature
- B. Measuring and Recording the Pulse
- C. Measuring and Recording Respiration
- D. Measuring and Recording Blood Pressure

III. Physical Exam

- A. Measuring and Recording Height and Weight
- B. Positioning Patients for Physical Exam and Assisting with the Physical Exam
- C. Administering the Eye Chart Exam

IV. Patient Body Mechanics

- A. Transporting Patients
- B. Transporting Injured Victims
- C. Admitting, Transferring, and Discharging Patients
- D. Positioning Patients
- E. Performing Range of Joint Motion Exercises
- F. Ambulating Patients

V. Bedmaking

- A. Making Unoccupied Beds
- B. Making Occupied Beds
- C. Making the Surgical Bed
- D. Adjusting the Hospital Bed

VI. Personal Care

- A. Caring for Patient's Hair and Nails
- B. Giving the Patient a Bath
- C. Shaving a Male Patient
- D. Caring for Patient's Skin
- E. Giving Oral Care
- F. Assisting Patients in Dressing and Undressing

VII. Communications

- A. Screening Incoming Calls, Recording and Relaying Messages, and Placing Outgoing Calls**
- B. Greeting and Directing Visitors**
- C. Initiating and Responding to Intercom Communications**

VIII. Nutrition

- A. Assisting with Nutrition**

IX. Intake and Output

- A. Collecting, Testing, Charting, and Recording Specimens**
- B. Assisting with Care of Urinary Drainage**
- C. Assisting Bed Patient with Elimination of Body Wastes**
- D. Measuring and Recording Intake and Output**

X. First Aid

- A. Bandaging Patients**
- B. Applying Splints**
- C. Performing Mouth-to-Mouth Resuscitation**
- D. Relieving Obstructed Airways**

XI. Pre and Postoperative Care

- A. Preparing Patients for Surgery**
- B. Providing Postoperative Care**
- C. Observing, Reporting, and Applying Binders and Bandages**
- D. Applying Restraints**

TOOLS AND SUPPLIES

Many of the learning activities in the Health Occupations I modules require specific tools and supplies. These items have been listed below by duty area for your assistance in planning the program of instruction.

I. Medical and Surgical Asepsis

Assorted instruments, soap, paper towels, sink, wastebasket with cover, jars, rubber tubing, catheters, basin, scrub brush, isolation signs, bedside table, stand, or isolation cart, isolation gowns, caps, masks, booties, gloves, paper bags, plastic trash bags, isolation laundry bags, I.V. standard, hamper, patient admission kit, bedpan, urinal, toilet tissue, disinfectant solution, isolation labels, tape, red marking pencil, reusable and disposable foodtrays, silverware or disposable utensils, germicidal solution, sterile and nonsterile hospital gown, laundry bag, cleaning cloths, serving dishes, glassware.

II. Vital Signs

Glass or electric thermometer, graphic chart, lubricant, alcohol wipes, thermometer container, cleansing solution, pencil, pen, paper, watch with a second hand, stethoscope, aneroid or mercury sphygmomanometer.

III. Physical Exam

Physician's scale, examination table or bed, sheet, blood pressure cuff, stethoscope, ophthalmoscope, otoscope, percussion hammer, tuning fork, vaginal speculum, glass slides, cotton-tipped applicators, eye cover, eye chart.

IV. Patient Body Mechanics

Stretcher, wheelchair, hospital bed, linen, chair, blanket, two poles, physician's orders, personal belongings, pillows, trochanter roll (or alternative), washcloths, towels, crutches, walker.

V. Bedmaking

Mattress pad, bottom and top cloth sheets, plastic or rubber drawsheet, spread, pillow, pillow case, hospital bed, blanket, towel, disposable pad.

VI. Personal Care

Towel, comb, brush, orangewood stick, basin, blunt scissors, lotion, newspaper, washcloth, bath blanket, bath thermometer, soap, portable sitz bath (optional), rubber ring (optional), shaving cream, safety razor, mirror, after-shave lotion or powder (optional), toothbrush, toothpaste, dentures, 4 x 4 gauze, patient's clean clothes, hospital gowns/pajamas, teaching doll, and diaper.

VII. Communication

Telephone, intercom system (or simulated system), pencil, pen, paper.

VIII. Nutrition

Wash basin, soap, towel, washcloth, food tray, diet lists, baby bottle, assignment sheet, prescribed formulas, drinking supplies (pitcher, glasses, straw, ice, etc.).

IX. Intake and Output

Physician's orders, laboratory requisition, teaching doll, urinary drainage unit, bedpan and cover, graduated pitcher, urinal and cover, toilet tissue, basin, soap, towel, washcloth, specimens for practice (jello, pudding, tea), intake and output equivalent chart, intravenous fluids (one bottle), emesis basin, juice glass, soup bowl, dessert dish, water pitcher.

X. First Aid

Roller bandages, gauze pads, blanket, triangular bandage, splints, rolled newspapers or magazines, strips of cloth for padding, simulated injured victim or mannequin.

XI. Pre and Postoperative Care

Simulated patient in a hospital bed, sphygmomanometer, stethoscope, pillows, roller bandages, tape, safety pins, sculteus binder, breast binder (or straight binder), T-binder, double T-binder, peri-pads, cloth limb holders or wrist restraints, restraint belt or safety belt, body or jacket restraint, elbow restraint, roller gauze, ABD pads or washcloth.

INSTRUCTIONAL REFERENCES

The reference recommended most often for reading assignments in these modules is:

Wood, Lucile A. and Beverly J. Rambo, *Nursing Skills for Allied Health Services*, Second edition, Philadelphia, PA: W. B. Saunders Company, 1977.

The filmstrips suggested for most of these modules are available from:

Trainex Corporation
P. O. Box 116
Garden Grove, CA 29642

Additional references that may be utilized to supplement the primary text are:

Being a Nursing Aide, Second edition, Chicago, IL: Hospital Research and Educational Trust, 1978.

Caldwell, Esther and Barbara R. Hegner, *Health Assistant*, Albany, NY: Delmar Publishers, 1973.

Cherescavich, Gertrude D., *A Textbook for Nursing Assistants*, St. Louis, MO: The C. V. Mosby Company, 1973.

Miller, Benjamin F., and Claire Brackman Keane, *Encyclopedia and Dictionary of Medicine and Nursing*, Philadelphia, PA: W. B. Saunders Company, 1972.

Multimedia Standard First Aid films and materials are available from the American National Red Cross, Central South Carolina Chapter, 1100 Shirley Street, Columbia, SC or your local Red Cross office.

FILMSTRIPS

MODULE NO.	TITLE
I - A	Medical Asepsis (Trainex)
I - C	Principles of Isolation Technique (Trainex)
I - D, E, F, G	Cleaning the Isolation Room (Trainex)
II - A, B, C	Temperature, Pulse, and Respiration (Trainex) or Taking the Patient's Temperature (Trainex)
II - D	Blood Pressure (Trainex)
III - A, B	Assisting with a Physical Exam (Trainex)
IV - A	Lifting and Moving Patients (Trainex)
IV - A, F	Transfer Activities and Ambulation (Trainex)
IV - B	Multimedia Standard First Aid Film (American National Red Cross)
IV - C	Admission and Discharge (Trainex)
IV - D	Positioning to Prevent Complication (Trainex)
IV - E	Range of Motion Exercises to Prevent Contractures (Trainex)
IV - F	Teaching Crutch Walking (Trainex)
V - A	Cleaning the Check-Out Room (Trainex)
V - B	Occupied Bedmaking (Trainex)
VI - B, C, D	Bed Bath (Trainex)
VI - D	Care of the Patient in a Cast (Trainex) Prevention and Treatment of Decubiti (Trainex)
VI - E	Oral Hygiene (Trainex)
VII - B	The Volunteer as Receptionist, Escort and Hostess (Trainex)
VIII - A	Feeding the Patient (Trainex)
IX - A	Collecting Urine Specimens (Trainex)
IX - B	Closed Urinary Drainage System or Important Procedures in Asepsis: Intravenous Fluid Therapy and Urinary Drainage (Trainex)
IX - C	Bowel Elimination (Trainex)
IX - D	Intake and Output (Trainex)
X - A, B, C, D	Multimedia Standard First Aid Film (American National Red Cross)

XI - A, B	Preoperative and Postoperative Care (Trainex)
XI - C	Application of Bandages and Binders (Trainex)
XI - D	The Use of Protective Restraints (Trainex)

INSTRUCTOR'S GUIDES

WASHING HANDS

(Title)

CONTENTS OF MODULE

Student InformationActivityPageStudent Self-Checks

Terminology

2

3

Handwashing

5

4

Evaluator's Final Checklist: Washing Hands

6

5

SUGGESTED AUDIOVISUAL MATERIALS

Trainex Filmstrip "Medical Asepsis"

3

RECOMMENDED REFERENCES

TOPIC: Washing HandsLucile A. Wood and Beverly J. Rambo, Nursing Skills for Allied Health Services, 2nd ed., pp. 36-45.

1 /

WASHING HANDS

(Title)

Learning
Activity No.

Suggestions

Tools, Equipment and Supplies

Teacher's Notes

1	Use other reference if suggested one is not available.		
2	None		Make key available for students.
3	Use other filmstrip if one recommended is not available	Projector Screen Cassette player	
4	Allow sufficient time for practice.	Water - foot, knee or hand control Soap - liquid or bar Wastebasket Paper towels	Additional: Nail Brush Orangewood stick (may be utilized if desired)
5	None		Make key available for students.

Objective _____

Module I-A**WASHING HANDS**(continued)
(Title)Learning
Activity No.

Suggestions

Tools, Equipment and Supplies

Teacher's Notes

6	Provide actual experiences for Check-Out Activities. Use Evaluator's Final Checklist.		
	Extended Learnings: Encourage the students to investigate different diseases that are transmitted by body contact with a contaminated person or object.		
18			19

Objective _____

Module I-B

PREPARING EQUIPMENT FOR STERILIZATION

(Title)

CONTENTS OF MODULE

Student Information

Activity

Page

Cleaning, Washing, and Drying of Instruments and Equipment

1

2

Student Self-Checks

Preparation of Equipment for Sterilization

4

2

Evaluator's Final Checklist: Preparing Equipment for Sterilization

5

3

SUGGESTED AUDIOVISUAL MATERIALS

RECOMMENDED REFERENCES

TOPIC:

Objective _____

Module 1 - B**PREPARING EQUIPMENT FOR STERILIZATION**

(Title)

Learning
Activity No.

Suggestions

Tools, Equipment and Supplies

Teacher's Notes

1	None		
2	Field trip to Central Supply Area at Hospital. Demonstration by Instructor.		
3	Provide lab time for practice.	Scissors Syringes Tubing Asepto Syringes Catheters Clamps	Basin Detergent Brush
4	None		Make key available to students.
5	Provide actual experience for Check-Out Activity.		
22			

PREPARING EQUIPMENT FOR STERILIZATION

(contd.)

(Title)

Learning
Activity No.

Suggestions

Tools, Equipment and Supplies

Teacher's Notes

Extended Learnings: Encourage the students to investigate diseases and infections that have been spread in hospitals because of contaminated equipment.

Objective _____

Module I-C

PREPARING AN ISOLATION UNIT

(Title)

CONTENTS OF MODULE

Student Information

Activity

Page

Isolation Signs

3

3

Student Self-Checks

Terminology

2

2

Preparation of the Isolation Unit

6

6

Evaluator's Final Checklist: Preparing an Isolation Unit

7

7

SUGGESTED AUDIOVISUAL MATERIALS

Trainex Filmstrip, "Principles of Isolation Technique"

4

RECOMMENDED REFERENCES

TOPIC: Preparing an Isolation Unit

Lucile A. Wood and Beverly J. Rambo, Nursing Skills for Allied Health Services,

1

2nd ed., pp. 710-716.

PREPARING AN ISOLATION UNIT

(Title)

Learning
Activity No.

Suggestions

Tools, Equipment and Supplies

Teacher's Notes

1	Use other reference if one suggested is not available.		
2	None		Make key available to students.
3	None		
4	Use other filmstrip if one suggested is not available.	Filmstrip Projector Cassette player	
5	Allow sufficient practice time or field trip to a hospital with an isolation unit.		Arrange for speaker who works in an isolation unit or infection control.

Objective _____

Module I-C**PREPARING AN ISOLATION UNIT** ✓(contd)
(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
6	None		Have key available for students.
7	Use Evaluator's Final Checklist for checking the student out.		
	Extended Learnings: Encourage the students to investigate the different types of isolation found in their local hospitals.		

PERFORMING TERMINAL DISINFECTION

(Title)

CONTENTS OF MODULE

Student InformationActivityPageStudent Self-Checks

Terminology

2

3

Terminal Disinfection

5

4

Evaluator's Final Checklist: Performing Terminal Disinfection

6

5

SUGGESTED AUDIOVISUAL MATERIALS

Trainex Filmstrip, "Cleaning the Isolation Room"

3

RECOMMENDED REFERENCES

TOPIC: Performing Terminal Disinfection— Lucile A. Wood and Beverly J. Rambo, Nursing Skills for Allied Health Services, 2nd ed., pp. 727-728.

1

Objective _____

Module I-D**PERFORMING TERMINAL DISINFECTION**

(Title)

Learning
Activity No.

Suggestions

Tools, Equipment and Supplies

Teacher's Notes

1	Use other references if one recommended is not available.		
2	None		Make key available to students.
3	Allow entire class to view filmstrip. Use other appropriate filmstrip.	Filmstrip Projector Screen	
4	Allow sufficient practice time.	Cloths Gowns Masks Gloves Basin	Germicidal Solution Paper bags Laundry bags Trash bags Labels
5	None		Make key available to students.

PERFORMING TERMINAL DISINFECTION (Cont.)

(Title)

Learning
Activity No.

Suggestions

Tools, Equipment and Supplies

Teacher's Notes

6	Provide actual experience for the Check-Out Activity. Use the Evaluator's Final Checklist.		

Objective _____

Module I-E

SERVING OR REMOVING FOOD TRAYS FOR THE ISOLATION PATIENT

(Title)

CONTENTS OF MODULE

Student Information

Activity

Page

Student Self-Checks

SERVING OR REMOVING FOOD TRAYS OF THE ISOLATION PATIENT

4

2

Evaluator's Final Checklist: SERVING OR REMOVING FOOD TRAYS FOR THE ISOLATION PATIENT

5

3

SUGGESTED AUDIOVISUAL MATERIALS

Trainex Filmstrip, "Principles of Isolation Technique"

2

RECOMMENDED REFERENCES

TOPIC: Serving or Removing Food Trays for the Isolation Patient

1

Lucile A. Wood and Beverly J. Rambo, *Nursing Skills for Allied Health Services*, 2nd ed., pp. 722-723.

SERVING OR REMOVING FOOD TRAYS FOR THE ISOLATION PATIENT

(Title)

Learning
Activity No.

Suggestions

Tools, Equipment and Supplies

Teacher's Notes

1	Use other references if desired		
2	View filmstrip as often as required. Use other visuals if desired.	Filmstrip Projector Cassette player	Check with Food Service Class on sources of additional films.
3	Allow sufficient time for practice.	Diet tray Gown Dishes Mask Cutlery Gloves Cap	Obtain supplies from Food Service class. Coordinate with Food Service class to act as dietary aides to deliver and return food trays to dietary de- partment.
4	None		Make key available to students.
5	Provide actual experience for the Check-Out Activities. Use Evaluator's Final Checklist for checking student out.		Use student as patient. Provide snack foods. Have tray served by Food Service.

Objective _____

Module I-F

PUTTING ON AND REMOVING GLOVES AND FACE MASKS

(Title)

CONTENTS OF MODULE

Student Information

Activity

Page

Student Self-Checks

Evaluator's Final Checklist: PUTTING ON AND REMOVING GLOVES AND FACE MASKS

5

3

SUGGESTED AUDIOVISUAL MATERIALS

Trainex Filmstrip, "Principles of Isolation Technique"

2

RECOMMENDED REFERENCES

TOPIC: PUTTING ON AND REMOVING GLOVES AND FACE MASKS

1

Lucile A. Wood and Beverly J. Rambo, *Nursing Skills for Allied Health Services*, 2nd ed., pp. 716-717, 720-721.

PUTTING ON AND REMOVING GLOVES AND FACE MASKS

(Title)

Learning
Activity No.

Suggestions

Tools, Equipment and Supplies

Teacher's Notes

1	Use other references if one suggested is not available.		
2	Substitute other film if one suggested is not available.	Filmstrip Projector Cassette Player	
3	Visit a hospital or clinic and watch Operating Room personnel mask and glove.		
4	Provide adequate practice time.	Face masks Gloves	
5	Provide actual experience for Check-Out Activities. Use Evaluator's Final Checklist for checking the student out.		

Objective _____

Module I-G

PUTTING ON AND REMOVING STERILE OR NONSTERILE ISOLATION GOWN

(Title)

CONTENTS OF MODULE

Student Information

Activity

Page

Student Self-Checks

GOWNING

5

2

Evaluator's Final Checklist: PUTTING ON AND REMOVING STERILE OR NONSTERILE ISOLATION GOWN

6

3

SUGGESTED AUDIOVISUAL MATERIALS

Trainex Filmstrip, "Principles of Isolation Technique"

2

RECOMMENDED REFERENCES

TOPIC: Putting on and Removing Sterile or Nonsterile Isolation Gown

Lucile A. Wood and Beverly J. Rambo, Nursing Skills for Allied Health Services, 2nd ed., pp. 717-719.

1

PUTTING ON AND REMOVING STERILE OR NONSTERILE ISOLATION GOWN

(Title)

Learning
Activity No.

Suggestions

Tools, Equipment and Supplies

Teacher's Notes

1	Use other reference if one listed is not available.		
2	Use other film if one recommended is not available.	Filmstrip Filmstrip projector Cassette player	
3	None		Demonstrate gowning.
4	Allow sufficient practice time.	Gowns	
5	None		Make key available to students.

Objective _____

Module I-G**PUTTING ON AND REMOVING STERILE OR NONSTERILE ISOLATION GOWN**

(Continued)

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
6	Provide actual experience for Check-Out Activities. Use Evaluator's Final Checklist for checking students out.		
	EXTENDED LEARNINGS : Encourage students to determine the apparel used for different diseases in their local hospitals.		
50			51

MEASURING AND RECORDING PATIENT'S TEMPERATURE

(Title)

CONTENTS OF MODULE

Student InformationActivityPageStudent Self-Checks

Terminology

2

2

Temperatures

4

4

Recording Temperatures

7

5

Evaluator's Final Checklist: Measuring and Recording Patient's Temperature

8

8

SUGGESTED AUDIOVISUAL MATERIALS

Trainex filmstrips, "Temperature, Pulse, and Respiration"

3

"Taking the Patient's Temperature"

RECOMMENDED REFERENCES

TOPIC: Measuring and Recording Patient's Temperature

1,6

Lucile A. Wood and Beverly J. Rambo, Nursing Skills for Allied Health Services, 2nd ed., pp. 258-269 and 281-285.

MEASURING AND RECORDING PATIENT'S TEMPERATURE

(Title)

Learning
Activity No.

Suggestions

Tools, Equipment and Supplies

Teacher's Notes

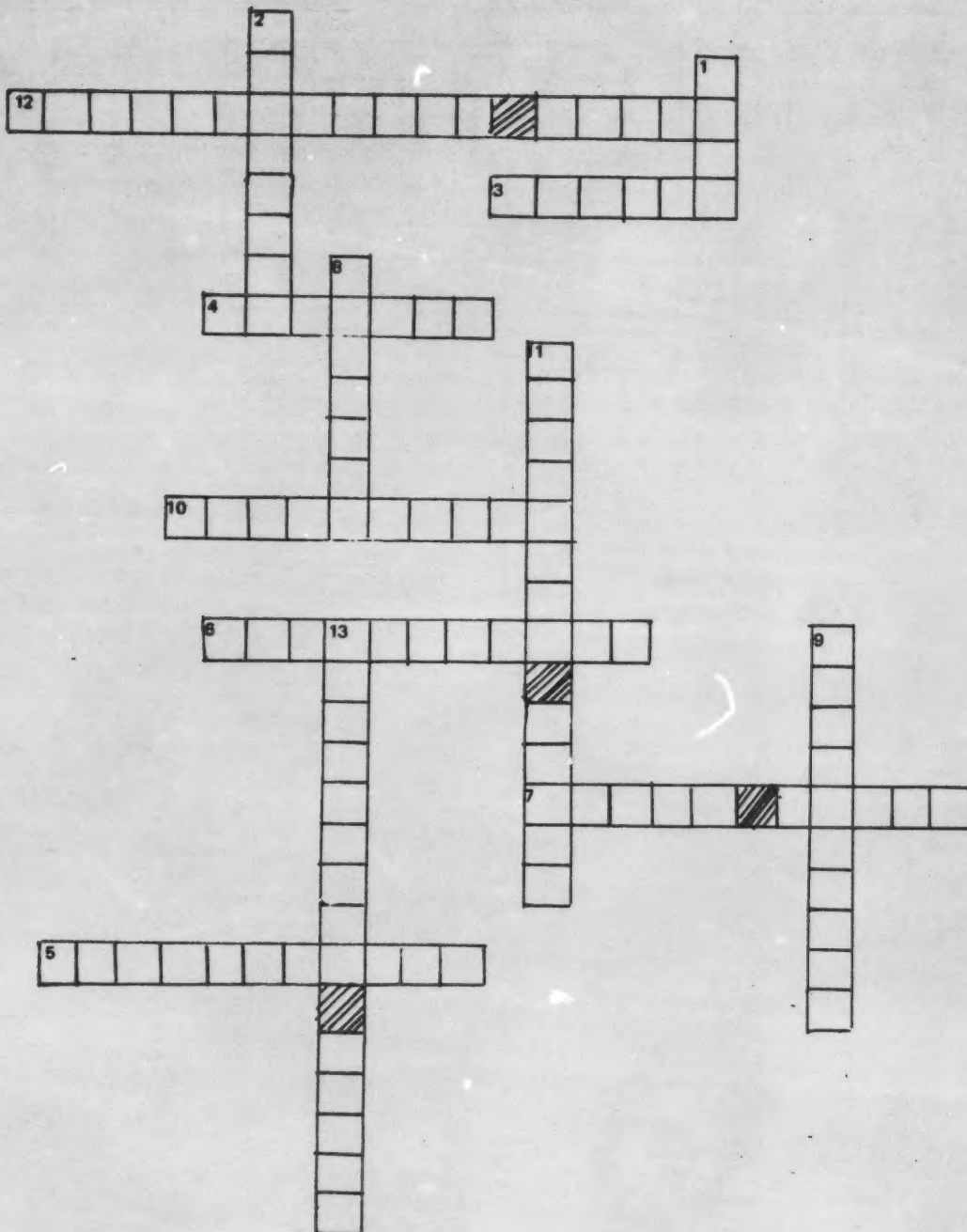
1	Use other references if the one listed is not available.		
2	None		Have key available for student to check.
3	Substitute other filmstrip if one suggested is not available.	Filmstrip Cassette player Projector	
4	None		Have key available for student to check.
5 54	Have students take temperatures of other students.	Thermometers (different types with containers) Lubricant, wipes Cleansing solution Thermometer sheaths	For additional practice: Have thermometers with different readings available for student practice in reading. Each thermometer could be numbered, with correct reading at evaluator's desk.

MEASURING AND RECORDING PATIENT'S TEMPERATURE (contd.)

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
6	Use other references if ones listed are not available.		
7	None	Graphic sheets	Have key available for students to check.
8	Use Evaluator's Checklist for checking the student out.	3 students or participants Thermometers with supplies Graphic sheets	

Terminology Crossword Puzzle



VITAL SIGNS GRAPH

Date: Hospital Day																			
Post-Op. Day																			
Pulse	Temp.	AM			PM			AM			PM			AM			PM		
Hour		12	4	8	12	4	8	12	4	8	12	4	8	12	4	8	12	4	8
Route																			
160	106																		
150	105																		
140	104																		
130	103																		
120	102																		
110	101																		
100	100																		
90	99																		
80	98																		
70	97																		
60	96																		
50	95																		
40																			
Respirations																			
Weight																			
Hour																			

59

Objective _____

Module II-B

MEASURING AND RECORDING THE PULSE

(Title)

CONTENTS OF MODULE

Student Information

Activity

Page

Student Self-Checks

Terminology

2

3

Pulse

4

4

Evaluator's Final Checklist: Measuring and Recording the Pulse

6

5

SUGGESTED AUDIOVISUAL MATERIALS

Trainex Filmstrip: "Temperature, Pulse, Respiration"

3

RECOMMENDED REFERENCES

TOPIC: Measuring and Recording the Pulse

— Lucile A. Wood and Beverly J. Rambo, Nursing Skills for Allied Health Services, 2nd ed. pp. 258-259;

1

269-275; 282-285.

MEASURING AND RECORDING THE PULSE

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1	Use other references if the ones recommended are not available.		
2	None		Make key available to students.
3	Allow entire class to view filmstrip. Use other appropriate filmstrip if one recommended is not available.	Filmstrip, projector, cassette player	
4	None		Make key available to students.
5	Allow sufficient time for practice. Allow students to work in teams.	Stethoscope, alcohol wipes, notepad, pencil, volunteers to act as patients	
6	Provide actual experiences for Check-Out Activities. Use Evaluator's Final Checklist to check students out.	Stethoscope, alcohol wipes, notepad, pencil, volunteers to act as patients	
	Extended Learnings: Encourage the students to study the anatomy of the heart and the heart model. This will enable them to better understand the pulse.		

Objective _____

Module II-C

MEASURING AND RECORDING RESPIRATION

(Title)

CONTENTS OF MODULE

Student Information

Activity

Page

Student Self-Checks

Terminology

2

3

Respiration

4

4

Evaluator's Final Checklist: Measuring and Recording Respiration

6

5

SUGGESTED AUDIOVISUAL MATERIALS

Trainex Filmstrip, "Temperature, Pulse, Respiration"

3

RECOMMENDED REFERENCES

TOPIC:

Lucile A. Wood and Beverly J. Rambo, Nursing Skills for Allied Health Services, 2nd ed, pp. 259,
274-276, and pp. 281-285.

1

65

64

MEASURING AND RECORDING RESPIRATION

(Title)

Learning
Activity No.

Suggestions

Tools, Equipment and Supplies

Teacher's Notes

1	Use other references if the ones recommended are not available.		
2	None		Make key available to students. Duplicate crossword form.
3 ✓	Use other appropriate filmstrip if one recommended is not available.	Filmstrip Projector Cassette player *Spanish narration is available	
4	None		Make key available to students.
5 ✓	Allow sufficient time for practice. Allow students to work in teams.	Watch with a second hand Note pad Pen	

Objective _____

Module II-C

MEASURING AND RECORDING RESPIRATION

(Continued)
(Title)

Learning
Activity No.

Suggestions

Tools, Equipment and Supplies

Teacher's Notes

6	Provide actual experiences for check-out activities. Use Evaluator's Final Check-list for checking student out.		
	Extended Learnings: Encourage students to study the respiratory system and lung model. This will increase their understanding of respiration.		
	68		69

MEASURING AND RECORDING BLOOD PRESSURE

(Title)

CONTENTS OF MODULE

Student InformationActivityPageStudent Self-Checks

Terminology

2

2

Blood Pressure

4

3

Evaluator's Final Checklist: Measuring and Recording Blood Pressure

6

5

SUGGESTED AUDIOVISUAL MATERIALS

Trainex Filmstrip, "Blood Pressure"

3

RECOMMENDED REFERENCES

TOPIC: Measuring and Recording Blood Pressure

Lucile A. Wood and Beverly J. Rambo, Nursing Skills for Allied Health Services, 2nd ed., pp. 260,

1

276-285.

Objective _____

Module II-D**MEASURING AND RECORDING BLOOD PRESSURE**

(Title)

Learning
Activity No.

Suggestions

Tools, Equipment and Supplies

Teacher's Notes

1	Use other references if ones recommended are not available.		
2	None		Make key available to students.
3	Use other filmstrip if one recommended is not available	Filmstrip Projector Cassette Player	
4	None		Make key available to students. Duplicate sphygmomanometer forms.
5	Allow sufficient practice time.	Pen and pencil Stethoscope Alcohol wipes Sphygmomanometer Notepad	

MEASURING AND RECORDING BLOOD PRESSURE

(contd.)

(Title)

Learning
Activity No.

Suggestions

Tools, Equipment and Supplies

Teacher's Notes

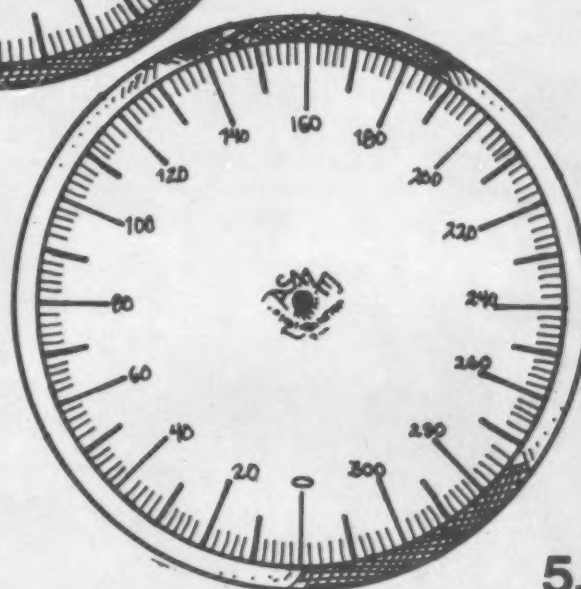
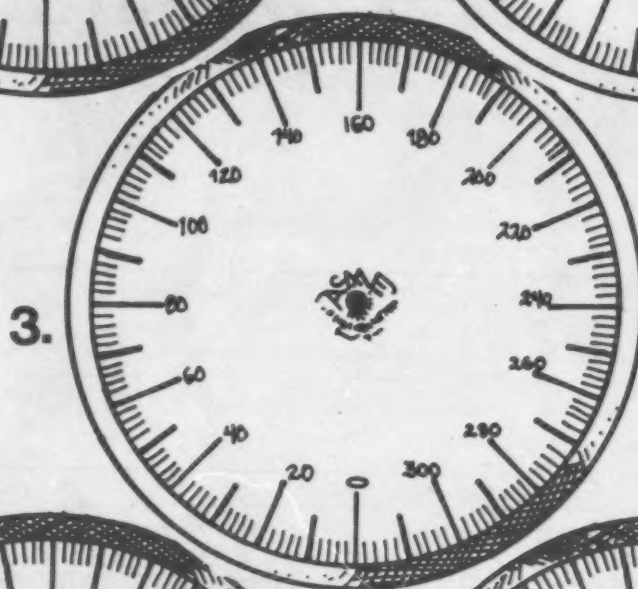
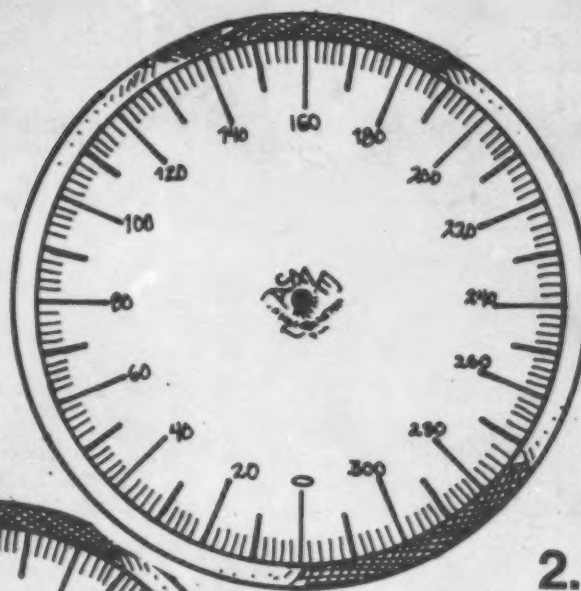
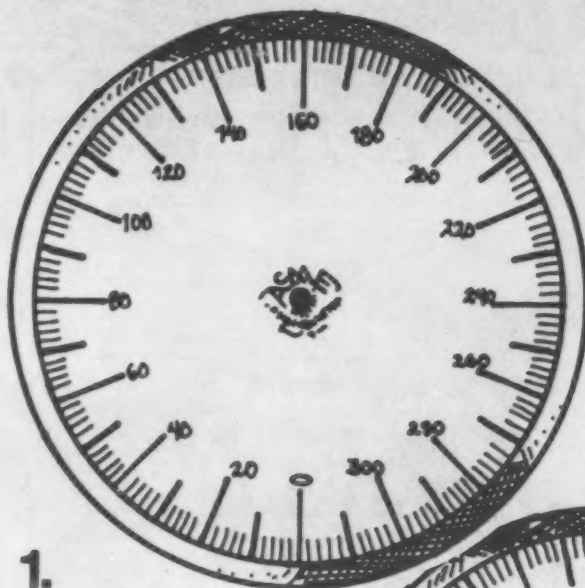
6

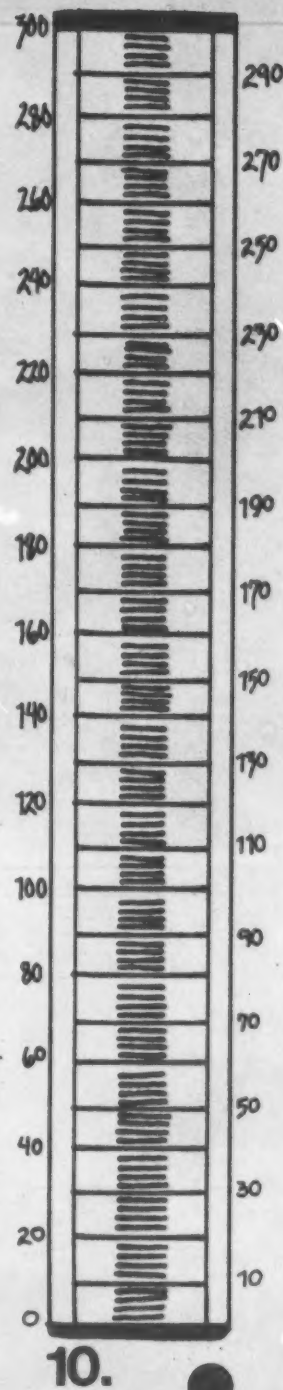
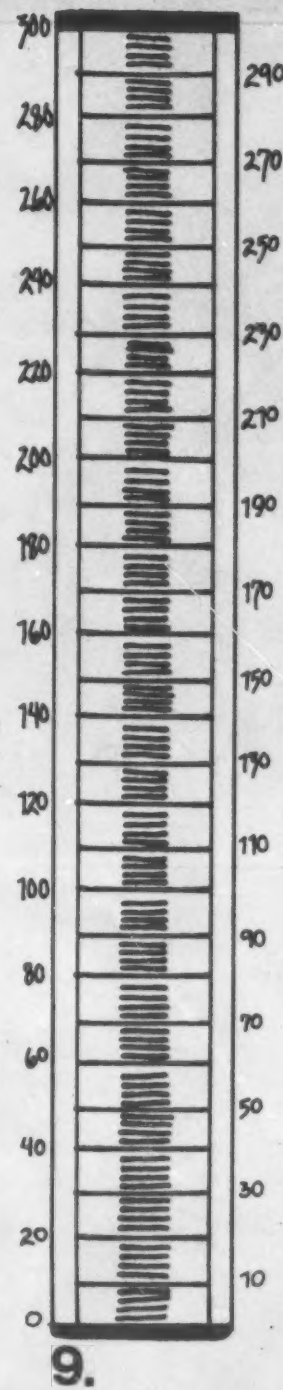
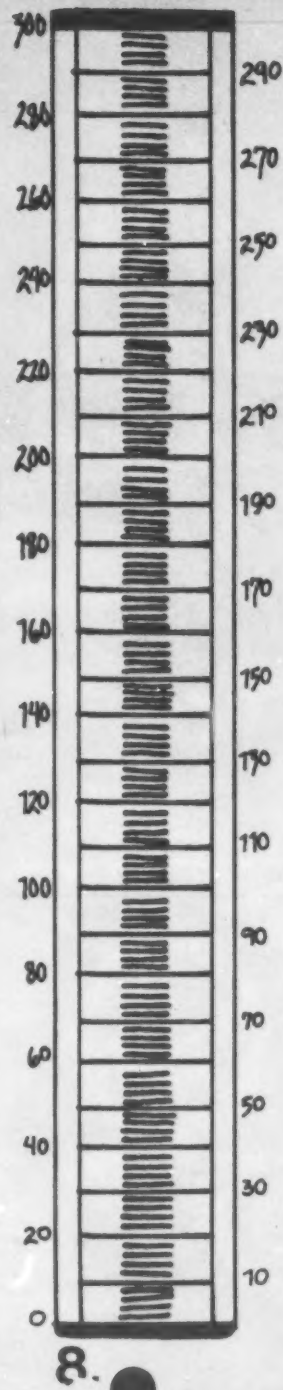
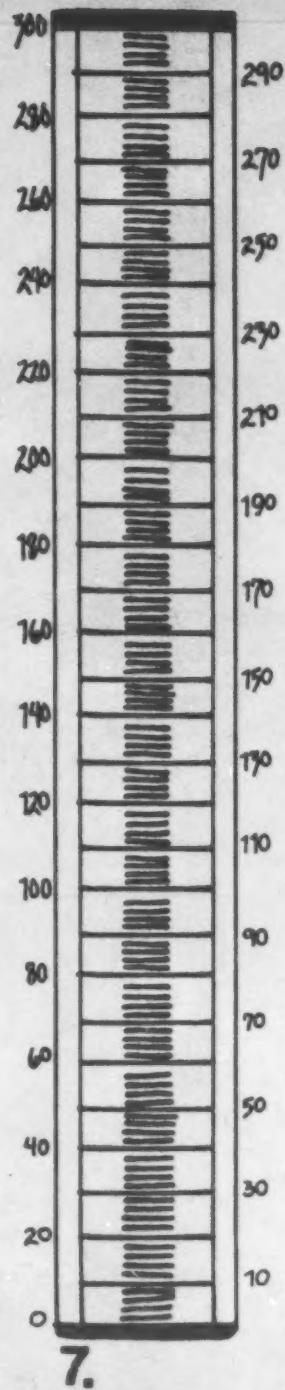
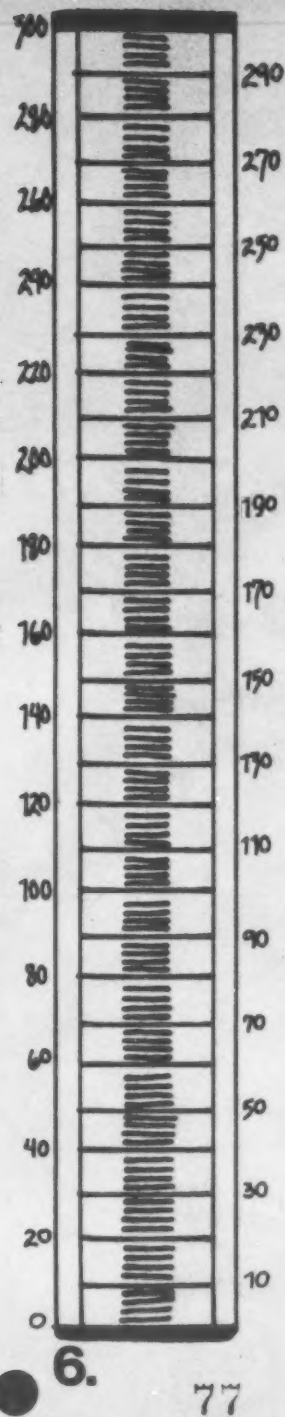
Provide actual experiences for the Check-Out Activities. Use Evaluator's Final Checklist for checking students out.

Extended Learnings: Encourage students to study the anatomy of the heart and blood vessels. This will increase their understanding of blood pressure.

40

Blood Pressure





Objective _____

Module III-A

MEASURING AND RECORDING HEIGHT AND WEIGHT

(Title)

CONTENTS OF MODULE

Student Information

Activity

Page

MEASURING AND RECORDING HEIGHT AND WEIGHT

1

2

Student Self-Checks

HEIGHT CONVERSIONS

3

3

Evaluator's Final Checklist:

MEASURING AND RECORDING HEIGHT AND WEIGHT

5

5

SUGGESTED AUDIOVISUAL MATERIALS

Trainex Filmstrip, "Assisting with a Physical Examination"

2

RECOMMENDED REFERENCES

TOPIC:

MEASURING AND RECORDING HEIGHT AND WEIGHT

(Title)

Learning
Activity No.

Suggestions

Tools, Equipment and Supplies

Teacher's Notes

1	Use other reference if desired.		
2	If this filmstrip is not available, use appropriate reference.	Filmstrip Filmstrip projector Cassette player	
3	None		Make answer key available to student.
4	Have student measure and record other students' height and weight.	Physician's scale, pad, and pencil.	
5	Use the Evaluator's Final Checklist for checking the student out.		

Objective _____

**POSITIONING PATIENT FOR PHYSICAL EXAM AND
ASSISTING WITH THE EXAM**

Module III-B

(Title)

CONTENTS OF MODULE

Student Information

Activity

Page

Examination Positions

1

3

Student Self-Checks

Terminology

2

6

Assisting with the Physical Exam

6

6

Evaluator's Final Checklist: Positioning Patient for Physical Exam and Assisting with the Exam

7

8

SUGGESTED AUDIOVISUAL MATERIALS

Trainex Filmstrip, "Assisting with a Physical Exam."

5

RECOMMENDED REFERENCES

TOPIC:

**POSITIONING PATIENTS FOR THE PHYSICAL
EXAM AND ASSISTING WITH THE EXAM**

(Title)

Learning
Activity No.

Suggestions

Tools, Equipment and Supplies

Teacher's Notes

1	Use other references if desired		
2	None		Make key available to students.
3	Use students as "patients." The dolls are difficult to position properly.	Hospital bed Sheet	
4	Have students practice on each other.	Hospital bed Sheet	
5	Other filmstrip may be used.	Cassette player Filmstrip Projector Screen	

Objective _____

**POSITIONING PATIENTS FOR THE PHYSICAL
EXAM AND ASSISTING WITH THE EXAM**
(Continued)

Module / III-B

(Title)

Learning
Activity No.

Suggestions

Tools, Equipment and Supplies

Teacher's Notes

6	None		Make key available to students.
7.	Complete Check-Out Activities during practice sessions. Use the Evaluator's Checklist for checking student.		
8.			88

ADMINISTERING THE EYE CHART EXAM

(Title)

CONTENTS OF MODULE

Student InformationActivityPage

Eye Chart Exam

1

2

Student Self-Checks

The Eye Chart Exam

2

3

48 Evaluator's Final Checklist: Administering the Eye Chart Exam

5

4

SUGGESTED AUDIOVISUAL MATERIALS

RECOMMENDED REFERENCES

TOPIC:

Objective _____

Module III-C**ADMINISTERING THE EYE CHART EXAM**

(Title)

Learning
Activity No.

Suggestions

Tools, Equipment and Supplies

Teacher's Notes

1	Additional information may be used.		
2	None		Make answer key available to students.
3	Demonstrate with several different students.	Eye chart Eye cover	
4	Have students practice on each other. Some students can be instructed to "pretend" poor vision.	Eye chart Eye cover	
5	Complete check-out activities during practice sessions. Use the Evaluator's Checklist for checking the student out.		

Objective _____

Module IV- A

TRANSPORTING PATIENTS

(Title)

CONTENTS OF MODULE

Student Information

Activity

Page

Three-Person Lift

4

4

Student Self-Checks

Terminology

3

3

Lifting and Moving Patients

6

5

Transfer Activities and Ambulation

8

5

Evaluator's Final Checklist: Transporting Patients

10

7

SUGGESTED AUDIOVISUAL MATERIALS

Trainex Filmstrip, "Lifting and Moving Patients"

5

Trainex Filmstrip, "Transfer Activities and Ambulation"

7

RECOMMENDED REFERENCES

TOPIC: Transporting Patients

Lucile A. Wood and Beverly J. Rambo, Nursing Skills For Allied Health Services, 2nd edition,
pp. 59-98 and 159-171.

1 & 2

Objective _____

Module IV-A

TRANSPORTING PATIENTS

(Title)

Learning
Activity No.

Suggestions

Tools, Equipment and Supplies

Teacher's Notes

1	If this text is not available, substitute reference on transferring patients.		
2	Same as above.		
3	None		Make key available to students.
4	You may supplement other references on three-person lift.		
95			96

TRANSPORTING PATIENTS

(Continued)

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
5 & 7	Other filmstrips on subject may be used. If no filmstrip is available, substitute appropriate references.	Cassette player Filmstrip projector Filmstrip	
6 & 8			Make answer key available to students.
9	Have students practice in teams of 3 or 4.	Bed Wheelchair Linen Stretcher	
10	Use Evaluator's Final Checklist for checking the student out.		

Objective _____

Module IV-B

TRANSPORTING INJURED VICTIMS

(Title)

CONTENTS OF MODULE

Student Information

Activity

Page

Student Self-Checks

Transporting Victims

4

2

Evaluator's Final Checklist: Transporting Injured Victims

5

4

SUGGESTED AUDIOVISUAL MATERIALS

American National Red Cross Multimedia Standard First Aid Film: "Transporting Victims"

2

RECOMMENDED REFERENCES

TOPIC: Transporting Injured Victims

American National Red Cross Multimedia Standard First Aid Workbook, pp. 253-228.

1

TRANSPORTING INJURED VICTIMS

(Title)

Learning
Activity No.

Suggestions

Tools, Equipment and Supplies

Teacher's Notes

1	To qualify for the Red Cross Certificate, the suggested book is required for use.	<u>Multimedia Standard First Aid Workbook</u>	
2	To qualify for the Red Cross Certificate, the suggested film is required for use.	<u>Multimedia Standard First Aid Film</u> 16 mm projector Screen	
3	Students work in groups of 3, 4, or 8, taking turns being the victim and first aid attendant.	<u>Blankets</u> <u>Chairs</u> <u>Poles</u>	
4	None		Make key available to students.
5	Complete Check-Out Activities during practice sessions. Use the Evaluator's Final Checklist for checking the student out.		

Objective _____

Module IV-C

ADMITTING, TRANSFERRING AND DISCHARGING PATIENTS

(Title)

CONTENTS OF MODULE

Student Information

Activity

Page

Student Self-Checks

Terminology

2

3

Admission and Discharge

4

3

Evaluator's Final Checklist: Admitting, Transferring, and Discharging Patients

6

5

SUGGESTED AUDIOVISUAL MATERIALS

Trainex Filmstrip, "Admission and Discharge"

3

RECOMMENDED REFERENCES

TOPIC: Admitting, Transferring, and Discharging Patients

Lucile A. Wood and Beverly J. Rambo, Nursing Skills for Allied Health Services, 2nd ed., pp. 428-438.

1

ADMITTING, TRANSFERRING, AND DISCHARGING PATIENTS

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1	May use another reference if desired.		
2	None		Make key available to students.
3	May substitute another filmstrip.	Filmstrip Projector Cassette player *Spanish Narration is available	
4	None		Make key available to students.
5	Have students work in pairs.	Blood pressure cuff, stethoscope Specimen bottle, chart, thermometer Watch with a second hand, pad and pencil	

Objective _____

Module IV-C

ADMITTING, TRANSFERRING, AND DISCHARGING PATIENTS

(continued)
(Title)

Learning
Activity No.

Suggestions

Tools, Equipment and Supplies

Teacher's Notes

6	Use Evaluator's Final Checklist for checking the student out.		
107			108

POSITIONING PATIENTS

(Title)

CONTENTS OF MODULE**Student Information****Activity****Page**

Methods of Positioning

2

3

Student Self-Checks

Terminology

3

5

Positioning to Prevent Complications

5

5

Evaluator's Final Checklist: Positioning Patients

7

7

SUGGESTED AUDIOVISUAL MATERIALS

Trainex Filmstrip "Positioning to Prevent Complications"

4

RECOMMENDED REFERENCES

TOPIC: Positioning Patients

Lucile A. Wood and Beverly J. Rambo, Nursing Skills for Allied Health Services, 2nd ed., pp 99-123

1

Objective _____

Module IV-D

POSITIONING PATIENTS

(Title)

Learning
Activity No.

Suggestions

Tools, Equipment and Supplies

Teacher's Notes

1	May use other references if one suggested is not available.		
2	None		
3	None		Make key available to students.
4	May substitute another film on positioning patients.	Screen Filmstrip Projector	
5	None		Make key available to students.

111

112

Objective _____

Module IV-DPOSITIONING PATIENTS (Cont.)

(Title)

Learning
Activity No.

Suggestions

Tools, Equipment and Supplies

Teacher's Notes

6	Have students work in pairs.	Footboard Hospital bed Pillows Washcloths Towels Trochanter roll	
7	Use Evaluator's Final Checklist for checking students out.		

8

Objective _____

Module IV-E

PERFORMING RANGE OF JOINT MOTION EXERCISES

(Title)

CONTENTS OF MODULE

Student Information

PERFORMING RANGE OF JOINT MOTION EXERCISES

Activity

4

Page

4

Student Self-Checks

TERMINOLOGY

3

2

PERFORMING RANGE OF JOINT MOTION EXERCISES

6

16

Evaluator's Final Checklist: PERFORMING RANGE OF JOINT MOTION EXERCISES

8

18

SUGGESTED AUDIOVISUAL MATERIALS

Trainex filmstrip, "Range of Motion Exercises to Prevent Contractures"

5

RECOMMENDED REFERENCES

TOPIC: Performing Range of Joint Motion Exercises

Lucile A. Wood and Beverly J. Rambo, Nursing Skills for Allied Health Services, 2nd ed., pp. 59-98, 130-141.

1, 2

PERFORMING RANGE OF JOINT MOTION EXERCISES

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1.	Review appropriate reference.		
2.	Use other references if one listed is not available.		
3.	None	Crossword puzzle	Have key available.
4.	Students should use illustrations for practice sessions.		
5.	Have filmstrip available for students.	Filmstrip Projector Cassette player	

Objective _____

Module IV-EPERFORMING RANGE OF JOINT MOTION EXERCISES(Continued)
(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
6.	None		Have key available
7.		Patient (student) Hospital bed	
8.	Use Evaluator's Checklist for checking student out.		
119			120

AMBULATING PATIENTS

(Title)

CONTENTS OF MODULE**Student Information****Activity****Page****Student Self-Checks**

Transfer Activities and Ambulation

4

3

Terminology

6

4

Teaching Crutch Walking

8

5

Evaluator's Final Checklist: Ambulating Patients

10

6

SUGGESTED AUDIOVISUAL MATERIALS

Trainex Filmstrip: Transfer Activities and Ambulation

3

Trainex Filmstrip: Teaching Crutch Walking

7

RECOMMENDED REFERENCES**TOPIC: AMBULATING PATIENTS**Lucile A. Wood and Beverly J. Rambo, Nursing Skills for Allied Health Services, 2nd ed., pp. 59-98,

1, 2, 5

141-148, 171-184.

Objective _____

Module IV-F

AMBULATING PATIENTS

(Title)

Learning
Activity No.

Suggestions

Tools, Equipment and Supplies

Teacher's Notes

1	Use other reference if one listed is not available.		
2	Use other reference if one listed is not available.		
3	Use other filmstrip if one listed is not available	Filmstrip Projector Cassette player	
4	None		Make key available to students.
5	Use other reference if one listed is not available.		

123

124

AMBULATING PATIENTS
(continued)

(Title) _____

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
6	None		Make key available to students.
7	Use other filmstrip if one suggested is not available.	Filmstrip Projector Cassette player	
8	None		Make key available to students.
9	Allow sufficient practice time.	Patient(s) Crutches Hospital bed Walker	
10	Use evaluator's checklist to check student out.	Crutches Hospital bed Patient(s) Walker	

Objective _____

Module : V-A

MAKING UNOCCUPIED BEDS

(Title)

CONTENTS OF MODULE

Student Information

Activity

Page

Student Self-Checks

TERMINOLOGY

2

2

67

Evaluator's Final Checklist: MAKING UNOCCUPIED BEDS

7

3

SUGGESTED AUDIOVISUAL MATERIALS

Trainex filmstrip, "Cleaning the Check-Out Room"

4

RECOMMENDED REFERENCES

TOPIC: Making Unoccupied Beds

Lucile A. Wood and Beverly J. Rambo, Nursing Skills for Allied Health Services, 2nd ed., pp. 104-205.

1,5

MAKING UNOCCUPIED BEDS

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1.	Use other reference if one listed is not available.		
2.	None		Make key available to students.
3.	Demonstrate making an unoccupied bed.	Mattress pad, 2 sheets, plastic or rubber drawsheet, drawsheet, spread, pillow, and pillow case.	
4.	View only the portion on unoccupied beds.	Filmstrip Filmstrip projector Cassette player	
5.	Assign pairs to work on this task. One reads the steps aloud while the other makes the bed. Then reverse the process.	Mattress pad, 2 large sheets, rubber drawsheet, cloth drawsheet, spread, pillow, and pillow case.	

Objective _____

Module V - A

MAKING UNOCCUPIED BEDS (contd.)

(Title)

Learning
Activity No.

Suggestions

Tools, Equipment and Supplies

Teacher's Notes

6.	None		
7.	Use the Evaluator's Final Checklist for checking the student out.		

131

132

Objective _____

Module V-B

MAKING OCCUPIED BEDS

(Title)

CONTENTS OF MODULE

Student Information

Activity

Page

Student Self-Checks

TERMINOLOGY

2

2

OCCUPIED BEDS

6

3

Evaluator's Final Checklist: MAKING OCCUPIED BEDS

7

4

SUGGESTED AUDIOVISUAL MATERIALS

Trainex filmstrip, "Occupied Bedmaking"

3

RECOMMENDED REFERENCES

TOPIC: Making Occupied Beds

Lucile A. Wood and Beverly J. Rambo, Nursing Skills for Allied Health Services, 2nd ed., pp. 207-211.

1

Objective _____

Module V-B**MAKING OCCUPIED BEDS**

(Title)

Learning
Activity No.

Suggestions

Tools, Equipment and Supplies

Teacher's Notes

1.	Use other references if the ones recommended are not available.		
2.	None		Make key available to student.
3.	Substitute other filmstrip if one suggested is not available.	Filmstrip Cassette Player Projector	
4.	None		
5.	None	Two sheets Plastic or rubber drawsheet (optional) Drawsheet Spread Pillow Pillow case	136

135

Objective _____

Module F V-B

MAKING OCCUPIED BEDS

(Continued)

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
6.	None		Make key available to student.
7.	Use the Evaluator's Final Checklist for checking the student out.		

137

138

Objective _____

Module V-C

MAKING A SURGICAL BED

(Title)

CONTENTS OF MODULE

Student Information

Activity

Page

Student Self-Checks

Surgical Beds

2

2

Evaluator's Final Checklist: Making the Surgical Bed

5

3

SUGGESTED AUDIOVISUAL MATERIALS

RECOMMENDED REFERENCES

TOPIC: Making the Surgical Bed

Lucile A. Wood and Beverly J. Rambo, Nursing Skills For Allied Health Services, 2nd ed., pp. 205-207, 214.

/ 1, 4

MAKING THE SURGICAL BED

(Title)

Learning
Activity No.SuggestionsTools, Equipment and SuppliesTeacher's Notes

1	Use other references if the one recommended is not available.		
2	None		Make key available to students.
3	Demonstration by instructor.		
4	Allow sufficient time for practice. Allow students to work in teams.	Mattress pad, top and bottom sheet, rubber drawsheet, cloth drawsheet, spread, blanket, pillow case, towel, or disposable pad	
5	Provide actual experience for checking student out. Use Evaluator's Final Check-list.		

Objective _____

Module V - D

ADJUSTING THE HOSPITAL BED

(Title)

CONTENTS OF MODULE

Student Information

Activity

Page

Student Self-Checks

Terminology

2

3

Bed Positions

5

4

Evaluator's Final Checklist: Adjusting the Hospital Bed

6

7

SUGGESTED AUDIOVISUAL MATERIALS

RECOMMENDED REFERENCES

TOPIC: Adjusting the Hospital Bed

Lucile A. Wood and Beverly J. Rambo, *Nursing Skills for Allied Health Services*, 2nd ed., pp. 194-198.

1

143

144

ADJUSTING THE HOSPITAL BED

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1	Use other references if one recommended is not available.		
2	None		Make key available to students.
3	None	Hospital bed	
4	Use students as patients. Have students refer to text while adjusting bed.	Hospital bed	
5	None		Make key available to students.

Objective _____

Module V - D

ADJUSTING THE HOSPITAL BED (contd.)

(Title)

Learning
Activity No.

Suggestions

Tools, Equipment and Supplies

Teacher's Notes

6

Use Evaluator's Final Checklist to
check students out.

147

148

Objective _____

Module VI-A _____

CARING FOR PATIENT'S HAIR AND NAILS

(Title)

CONTENTS OF MODULE

Student Information

Activity

Page

Student Self-Checks

Terminology

2

3

Care of Fingernails and Toenails

8

3

Evaluator's Final Checklist: Caring for Patient's Hair and Nails

10

4

SUGGESTED AUDIOVISUAL MATERIALS

RECOMMENDED REFERENCES

TOPIC: Caring for Patient's Hair and Nails

Lucile A. Wood and Beverly J. Rambo, Nursing Skills for Allied Health Services, pp. 662-674 and p. 461.

1, 6, 7

149

150

Objective _____

Module VI-A**CARING FOR PATIENT'S HAIR AND NAILS**

(Title)

Learning
Activity No.

Suggestions

Tools, Equipment and Supplies

Teacher's Notes

1	May use another reference if desired.		
2	None		Make key available to students.
3		Towel Comb or brush	
4	Tie several lengths of rug yarn together at one end. Have another student hold yarn taut so that braiding can be accomplished.	Heavy rug yarn	
5	Demonstrate how to construct a newspaper trough.	Newspaper	

151

152

CARING FOR PATIENT'S HAIR AND NAILS(Continued)
(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
6	None		
7	May use another reference if desired.		
8	None		Make key available to students.
9		Orangewood stick, basin Blunt scissors Lotion	
10	Use Evaluator's Final Checklist for checking students out.		

Objective _____

Module VI-B

GIVING THE PATIENT A BATH

(Title)

CONTENTS OF MODULE

Student Information

Activity

Page

Student Self-Checks

7 TERMINOLOGY

2

3

TYPES OF BATHS

5

3

81 GIVING THE PATIENT A BATH

10

5

Evaluator's Final Checklist: GIVING THE PATIENT A BATH

11

6

SUGGESTED AUDIOVISUAL MATERIALS

Trainex filmstrip "Bed Bath"

3

RECOMMENDED REFERENCES

TOPIC: Baths

Lucile A. Wood and Beverly J. Rambo, *Nursing Skills for Allied Health Services*, pages 233-242

1,7

and pages 246-254.

8,9

GIVING THE PATIENT A BATH

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1	Use other references if desired.		
2			Make key available to students.
3	Use other filmstrip if one suggested is not available.	Filmstrip, projector, cassette Spanish narration is available	
4	None		
5			Make key available to students.

Objective _____

Module VI - B**GIVING THE PATIENT A BATH**

(contd.)

(Title)

Learning
Activity No.

Suggestions

Tools, Equipment and Supplies

Teacher's Notes

6	None	Towel, washcloth, bath blanket, bath thermometer, soap, patient's clean clothes	
7	Have students refer to procedures on pages 251 and 252 of text,		
8	Have student describe safety measure to another student - refer to page 252 of text to check them by.		
9	None		
10			Make key available to student.
153			160

Objective _____

Module VI - B

GIVING THE PATIENT A BATH

(contd.)

(Title)

Learning
Activity No.

Suggestions

Tools, Equipment and Supplies

Teacher's Notes

11	Use Instructor's Final Checklist when checking students out.		

Objective _____

Module VI - C

SHAVING THE MALE PATIENT

(Title)

CONTENTS OF MODULE

Student Information

Activity

Page

PROCEDURE FOR SHAVING A MALE PATIENT

2

2

Student Self-Checks

SHAVING THE MALE PATIENT

3

3

Evaluator's Final Checklist: SHAVING THE MALE PATIENT

6

4

SUGGESTED AUDIOVISUAL MATERIALS

Trainex Filmstrip, "Bed Bath"

4

RECOMMENDED REFERENCES

TOPIC: Baths

Lucile A. Wood and Beverly J. Rambo, Nursing Skills for Allied Health Services, page 250 .

1

SHAVING THE MALE PATIENT

(Title)

Learning
Activity No.Suggestions

Tools, Equipment and Supplies

Teacher's Notes

1	Use other references if desired.		
2	None		
3			Make key available to student.
4		Filmstrip, projector, cassette Student needs to view only portion on shaving males.	
5		Basin of warm water, shaving cream, safety razor, after-shave lotion, towel, mirror	

Objective _____

Module VI - C

SHAVING THE MALE PATIENT

(contd.)

(Title)

Learning
Activity No.

Suggestions

Tools, Equipment and Supplies

Teacher's Notes

6	Check students out using the Evaluator's Final Checklist.		
167			168

CARING FOR PATIENT'S SKIN

(Title)

CONTENTS OF MODULE

Student InformationActivityPageSITES FOR DECUBITI

10

6

Student Self-ChecksTERMINOLOGY

4

3

CARING FOR PATIENT'S SKIN

12

7

88 Evaluator's Final Checklist: CARING FOR PATIENT'S SKIN

14

8

SUGGESTED AUDIOVISUAL MATERIALS

Trainex Filmstrip: "Bed Bath"Trainex Filmstrip: "Personal Care in Long-Term Illness" 2, 7, 9Trainex Filmstrip: "Care of the Patient in a Cast"Trainex Filmstrip: "Prevention and Treatment of Decubiti"

RECOMMENDED REFERENCES

TOPIC: Baths, Special Skin Care

Lucile A. Wood and Beverly J. Rambo, Nursing Skills for Allied Health Services, 2nd edition,

1

3

page 249 and pages 444 - 460.

13

Objective _____

Module VI - DCARING FOR PATIENT'S SKIN

(Title)

Learning
Activity No.

Suggestions

Tools, Equipment and Supplies

Teacher's Notes

1	Use other references if ones recommended are not available..		
2	View only portion in backrub.	Trainex filmstrip, projector, cassette player	
3	Use other references if ones recommended are not available..		
4			Make key available to students.
5 171		Soap, water, towel, back lotion and powder, pillows, cushions, etc.	Have available for demonstration and practice air or sponge cushions, rings, pillows, and mattresses as used in your institution for relieving pressure on the patient's skin. Display the kinds of pads that are available for the incontinent patient and how they are used. Be sure to explain how powder is sometimes used to keep areas of the body dry.

CARING FOR PATIENT'S SKIN

(contd.)

(Title)

Learning
Activity No.

Suggestions

Tools, Equipment and Supplies

Teacher's Notes

6	After completing practice, have another student check the patient looking for signs of pressure on bony parts,	Soap, water, towel, back lotion and powder, pillows, cushions	
7		Trainex filmstrip, projector, cassette player	
8	Review with another student.		
9		Trainex filmstrip, projector, cassette player	
10	None		

Objective _____

Module **VI D**

CARING FOR PATIENT'S SKIN

(contd.)
(Title)

Learning
Activity No.

Suggestions

Tools, Equipment and Supplies

Teacher's Notes

11		Soap, water, towel, back lotion and powder, other supplies your institution might use	
12			Make key available to students.
13	Use post-test answers to check your work.		
14	Provide actual experience for Check-Out Activities if possible.		
175			176

GIVING ORAL CARE

(Title)

CONTENTS OF MODULE

Student InformationActivityPage

ORAL CARE

2

22

Student Self-Checks

- TERMINOLOGY

4

3

GIVING ORAL CARE

8

3

Evaluator's Final Checklist: GIVING ORAL CARE

9

4

SUGGESTED AUDIOVISUAL MATERIALS

Trainex filmstrip, "Oral Hygiene"

3

RECOMMENDED REFERENCES

TOPIC: MOUTH CARE

Lucile A. Wood and Beverly J. Rambo, Nursing Skills for Allied Health Services, 2nd edition,

1

pages 242 - 245 .

7

Objective _____

Module VI-EGIVING ORAL CARE

(Title)

Learning
Activity No.

Suggestions

Tools, Equipment and Supplies

Teacher's Notes

1	May use another reference if desired.		
2	None		
3		Filmstrip, projector, cassette player	
4			Make key available to students ,
5	Work in pairs. Have the student that is acting patient determine if all areas of mouth were cleaned. 179		180

GIVING ORAL CARE(contd.)
(Title)Learning
Activity No.

Suggestions

Tools, Equipment and Supplies

Teacher's Notes

6	Work in pairs. Have the student that is acting patient to tell you if all areas of mouth were cleaned.		
7	None		
8			Make key available to students.
9	Complete Check-Out Activities during practice sessions. Use the Evaluator's Final Checklist for checking the student out.		

Objective _____

Module VI- F

ASSISTING PATIENTS IN DRESSING AND UNDRESSING

(Title)

CONTENTS OF MODULE

Student Information

Activity

Page

Student Self-Checks

Terminology

2

2

Dressing and Undressing Patients

7

5

Evaluator's Final Checklist: Assisting Patients in Dressing and Undressing

8

6

SUGGESTED AUDIOVISUAL MATERIALS

RECOMMENDED REFERENCES

TOPIC: Assisting Patients in Dressing and Undressing

Lucile A. Wood and Beverly J. Rambo, Nursing Skills for Allied Health Services, 2nd ed., pp. 216-227.

1

ASSISTING PATIENTS IN DRESSING AND UNDRESSING

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1	May use another reference if desired.		
2	In order to save time, you may have students simply identify terms.		Make key available to students.
3	None	Hospital gown Trousers	
4		Hospital gown Trousers	
5		Hospital gown or pajamas	

Objective _____

Module VI-FASSISTING PATIENTS IN DRESSING AND UNDRESSING(Continued)
(Title)Learning
Activity No.

Suggestions

Tools, Equipment and Supplies

Teacher's Notes

6		Diaper Teaching doll	
7	None		Make key available to students.
8	Use Evaluator's Final Checklist to check student out.		
187			188

Objective _____

**SCREENING INCOMING CALLS, RECORDING AND RELAYING MESSAGES,
AND PLACING OUTGOING CALLS**

Module VII-A

(Title)

CONTENTS OF MODULE

Student Information

Activity

Page

Telephone Communications

1

2

Student Self-Checks

Telephone Communications

3

3

88
Evaluator's Final Checklist: Screening Incoming Calls, Recording and Relaying Messages, and Placing Outgoing Calls

4

5

SUGGESTED AUDIOVISUAL MATERIALS

RECOMMENDED REFERENCES

TOPIC:

Objective _____

**SCREENING INCOMING CALLS, RECORDING AND RELAYING MESSAGES,
AND PLACING OUTGOING CALLS**

Module VII-A

(Title)

Learning
Activity No.

Suggestions

Tools, Equipment and Supplies

Teacher's Notes

1	Additional information may be needed.		
2	Use pairs of students to simulate various phone situations.	Teletrainer Student (bed patient) Pen Paper	Bell Telephone has a variety of good filmstrips on telephone techniques.
3	None		Make key available to students.
4	Use Evaluator's Final Checklist for checking the student out.		
191			192

Objective _____

Module VII-B

GREETING AND DIRECTING VISITORS

(Title)

CONTENTS OF MODULE

Student Information

Activity

Page

Greeting and Directing Visitors

1

2

Student Self-Checks

Case Studies

4

2

Evaluator's Final Checklist: Greeting and Directing Visitors

5

4

SUGGESTED AUDIOVISUAL MATERIALS

Trainex filmstrip, "The Volunteer as Receptionist, Escort, and Hostess"

2

RECOMMENDED REFERENCES

TOPIC:

100

Objective _____

Module VII-BGREETING AND DIRECTING VISITORS

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1	Additional information may be needed.		
2	Contact telephone company for additional appropriate filmstrips.	Filmstrip Cassette Projector	The Trainex filmstrip is designed for a volunteer, but the information applies to a nursing assistant.
3		Students (visitors)	Use pairs of students to pose as various types of visitors.
4	Role play the case studies. Supplement the case studies with local names, procedures, etc.		Make key available to students.
5	Use the Evaluator's Final Checklist for checking the students out.		

Objective _____

Module VII-C

INITIATING AND RESPONDING TO INTERCOM COMMUNICATIONS

(Title)

CONTENTS OF MODULE

Student Information

Activity

Page

Intercom Communication Guidelines

1

2

Student Self-Checks

Intercom Communication

3

3

Evaluator's Final Checklist: Initiating and Responding to Intercom Communications

4

4

SUGGESTED AUDIOVISUAL MATERIALS

RECOMMENDED REFERENCES

TOPIC:

198

197

Objective _____

Module VII-C

INITIATING AND RESPONDING TO INTERCOM COMMUNICATIONS

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1	Additional information may be needed.		
2	Use pairs of students to simulate intercom transactions. Role play additional situations involving the use of the intercom.	Intercom system (or simulated system)	
3	None		Make key available to students.
4	Use the Evaluator's Final Checklist to check students out.		
	199		200

Objective _____

Module VIII - A

ASSISTING WITH NUTRITION

(Title)

CONTENTS OF MODULE

Student Information

Activity

Page

DISTRIBUTING WATER

7

5

Student Self-Checks

TERMINOLOGY

3

3

ASSISTING WITH NUTRITION

9

6

Evaluator's Final Checklist: ASSISTING WITH NUTRITION

11

7

SUGGESTED AUDIOVISUAL MATERIALS

Trainex Filmstrip, "Feeding the Patient"

2

RECOMMENDED REFERENCES

TOPIC: ASSISTING WITH NUTRITION

Lucile A. Wood and Beverly J. Rambo, Nursing Skills for Allied Health Services, 2nd edition
pages 329 - 342 and page 344.

1

10

Objective _____

Module VIII -A

ASSISTING WITH NUTRITION

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1	May use other references if those recommended are not available.		
2		Filmstrip, projector, cassette player	
3			Make answer key available to students.
4	Practice with each other.	Silver ware, tray, napkins, straw, glasses, bowls, and food	Can use cereal, juice, toast, etc. These things can be made in the classroom.
5	None		

203

204

ASSISTING WITH NUTRITION

(contd.)

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
6		Baby mannequin, bottle	Can utilize day care center for real experience of caring for infants.
7	May use other materials if available.		
8			Make available procedures of affiliating health care facility.
9			Make answer key available to students.
10	Have students write answers on another sheet of paper and compare them to answers at end of Post-test.		

Objective _____

Module VIII - A

ASSISTING IN NUTRITION

(contd.)

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
11	Complete Check-Out Activities during practice sessions. Use the Evaluator's Final Checklist for checking the students out.		
207			208

Objective _____

Module IX-A

COLLECTING, TESTING, CHARTING, AND RECORDING SPECIMENS

(Title)

CONTENTS OF MODULE

Student Information

Activity

Page

Student Self-Checks

TERMINOLOGY

2

3

SPECIMENS

5

4

Evaluator's Final Checklist: COLLECTING, TESTING, CHARTING, AND RECORDING SPECIMENS

6

6

SUGGESTED AUDIOVISUAL MATERIALS

Trainex Filmstrip "Collecting Urine Specimens"

3

RECOMMENDED REFERENCES

TOPIC: Collecting, Testing, Charting, and Recording Specimens

1

Lucile A. Wood and Beverly J. Rambo, Nursing Skills for Allied Health Services, 2nd ed., pp. 294-328, 406-407, and 547-548.

Objective _____

Module IX-A**COLLECTING, CHARTING, TESTING, AND RECORDING SPECIMENS**

(Title)

Learning
Activity No.

Suggestions

Tools, Equipment and Supplies

Teacher's Notes

1.	Use other references if the ones recommended are not available.		
2.	None	✓	Make key available to student.
3.	Allow entire class to view filmstrip. Use other appropriate filmstrip if the one recommended is not available.	Filmstrip Projector Cassette player	
4.	Allow sufficient laboratory hours for teams to practice taking specimens.	Specimen container Graduate cylinder Tongue blades Gloves Gallon collection bottle	
5.	None		✓ Make key available to student.

COLLECTING, CHARTING, TESTING, AND RECORDING SPECIMENS(Continued)
(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
6.	Provide actual experiences for the Check-Out Activities. Use the Evaluator's Checklist for checking the student out.		

Objective _____

Module IX-B

ASSISTING WITH CARE OF URINARY DRAINAGE UNIT

(Title)

CONTENTS OF MODULE

Student Information

Activity

Page

Urinary Drainage Units

4

3

Student Self-Checks

Terminology

3

2

Catheter Care

7

3

111 Evaluator's Final Checklist: Assisting with Care of Urinary Drainage Unit

8

5

SUGGESTED AUDIOVISUAL MATERIALS

Trainex Filmstrips: "Closed Urinary Drainage System" or "Important Procedures in Asepsis: Intravenous Fluid Therapy and Urinary Drainage"

2

RECOMMENDED REFERENCES

TOPIC: Assisting with Care of Urinary Drainage Unit

Lucile A. Wood and Beverly J. Rambo, Nursing Skills for Allied Health Services, 2nd ed., pp. 318-321.

1

ASSISTING WITH CARE OF URINARY DRAINAGE UNIT

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1	Use other reference if one suggested is not available.		
2	Use other film if ones recommended are not available.	Filmstrip Filmstrip projector Cassette	
3	None		Make key available to students.
4	Review major points of urinary drainage system.		Have students draw drainage system from memory and label major points.
5	None		Have sales representative come in and demonstrate care of catheter, etc.

Objective _____

Module IX-BASSISTING WITH CARE OF URINARY DRAINAGE UNIT (contd.)

(Title)

Learning
Activity No.

Suggestions

Tools, Equipment and Supplies

Teacher's Notes

6	Allow sufficient practice time.	Urinary drainage units Doll Bedpan Graduated pitcher	Obtain supplies from local hospital, clinic, or from company.
7	None		Make key available to students.
8	Provide actual experience for Check-Out Activity. Use Evaluator's Final Checklist for checking students out.		
219			220

Objective _____

Module IX- C

ASSISTING BED PATIENT WITH ELIMINATION OF BODY WASTES

(Title)

CONTENTS OF MODULE

Student Information

Activity

Page

Student Self-Checks

Terminology

5

3

Bedpans and Urinals

6

4

Evaluator's Final Checklist: Assisting Bed Patient with Elimination of Body Wastes

7

5

SUGGESTED AUDIOVISUAL MATERIALS

Trainex Filmstrips: "Bowel Elimination," and "Assisting Patient with Urine Elimination"

2

RECOMMENDED REFERENCES

TOPIC:

Lucile A. Wood and Beverly J. Rambo, Nursing Skills for Allied Health Services, 2nd ed., pp. 294-304 and 387-397.

1

Objective _____

Module IX-CASSISTING BED PATIENT WITH ELIMINATION OF BODY WASTES

(Title)

Learning
Activity No.

Suggestions

Tools, Equipment and Supplies

Teacher's Notes

1	Use other reference if one suggested is not available.		
2	Use other filmstrip if one suggested is not available.	Filmstrip Projector Cassette player	
3	Demonstration by evaluator. Student can serve as patient or use doll.		
4	Provide adequate practice.	Jello pudding may be used as a substitute for feces. Tea may be used as a substitute for urine.	Students should work in pairs or groups of three.
5	None		Make key available to student.

223

224

Objective _____

Module IX-C

ASSISTING BED PATIENT WITH ELIMINATION OF BODY WASTES

(Continued)
(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
6	None		Make key available to students.
7.	Use the Evaluator's Final Checklist for checking the student out.		

Objective _____

Module IX-D

MEASURING AND RECORDING INTAKE AND OUTPUT

(Title)

CONTENTS OF MODULE

Student Information

Activity

Page

MEASUREMENT OF FLUIDS

4

3

PATIENT SITUATION

5

4

LIST OF FLUID INTAKE AND OUTPUT

5

4

Student Self-Checks

TERMINOLOGY

2

2

INTAKE AND OUTPUT

6

4

Evaluator's Final Checklist: MEASURING AND RECORDING INTAKE AND OUTPUT

7

7

SUGGESTED AUDIOVISUAL MATERIALS

Trainex Filmstrip "Intake and Output"

3

RECOMMENDED REFERENCES

TOPIC: Measuring and Recording Intake and Output

1

Lucile A. Wood and Beverly J. Rambo, Nursing Skills for Allied Health Services, 2nd ed., pp. 346-360.

MEASURING AND RECORDING INTAKE AND OUTPUT

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1	Use other references if ones recommended are not available.	Intake and output equivalent chart Graduate pitcher Bedpan Urinal Closed drainage system (if available)	
		Intravenous fluids (if available) Emesis basin Soup bowl Coffee cup Dessert dish Water glass Water pitcher Water, ice	
2	None		Make key available to students.
3	Use other if one recommended is not available.	Filmstrip Projector Cassette player	
4	Allow sufficient laboratory hours for teams to practice measurement.		Sample Intake — Output Record

Objective _____

Module IX-D _____MEASURING AND RECORDING INTAKE AND OUTPUT (cont.)

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
5	Allow sufficient laboratory hours for teams to practice measurement.		Sample Intake — Output Record
6	None		
7	Provide actual experience for the Check-Out Activities. Use Evaluator's Final Checklist for checking students out.		
231			232

**SAMPLE
INTAKE - OUTPUT RECORD**

Patient _____

Date _____

Number _____

TIME	INTAKE					OUTPUT			
	ORAL		INTRAVENOUS		OTHER	OTHER			
	Type of Fluid	Amount	Fluid	Amount		Urinary	Levine Tube	Drainage	Amount
AM PM 7 - 3									
TOTAL									
PM 3 - 11									
TOTAL									
PM AM 11 - 7									
TOTAL									
24 HR TOTAL									

CC CONTENTS FOR COMMON CONTAINERS

Juice glass 90 cc
 Coffee cup 120 cc
 Drinking glass 180 cc
 Milk container 250 cc

Water pitcher 750 cc
 Water pitcher top 120 cc
 Soup bowl 150 cc
 Dessert dish 120 cc

Objective _____

Module X-A

BANDAGING PATIENTS

(Title)

CONTENTS OF MODULE

Student Information

Activity

Page

Student Self-Checks

BANDAGES

4

2

Evaluator's Final Checklist: **BANDAGING PATIENTS**

5

4

SUGGESTED AUDIOVISUAL MATERIALS

American National Red Cross Multimedia Standard First Aid Film

2

RECOMMENDED REFERENCES

TOPIC: Bandaging Patients

American National Red Cross, Multimedia Standard First Aid Workbook

1

234

235

BANDAGING PATIENTS

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1.	To certify for the Red Cross Certificate, the suggested book is required for use.		
2.	To certify for the Red Cross Certificate, the suggested films are required for use.	Films 16 mm projector Screen	
3.	Students work in pairs, taking turns being the victim and the first aider.	Blankets Rolled bandages Gauze Triangular bandages	
4.	None		Make key available to students.
5.	Complete Check-Out Activities during practice sessions. Use the Evaluator's Checklist for checking the student out.		

Objective _____

Module X-B

APPLYING SPLINTS

(Title)

CONTENTS OF MODULE

Student Information

Activity

Page

Student Self-Checks

Splinting Fractures

4

2

Evaluator's Final Checklist: Applying Splints

5

4

SUGGESTED AUDIOVISUAL MATERIALS

American National Red Cross, Multimedia Standard First Aid Film: "Splinting Fractures"

2

RECOMMENDED REFERENCES

TOPIC: Applying Splints

American National Red Cross Multimedia Standard First Aid Workbook, pp. 215-252

1

APPLYING SPLINTS

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1	To qualify for the Red Cross Certificate, the suggested book is required.	<u>Multimedia Standard First Aid Workbook</u>	
2	To qualify for the Red Cross Certificate, the suggested film is required for use.	Film 16 mm projector Screen	
3	Students work in pairs, taking turns being the victim and first aider.	5.08 cm (2 in.) ties Padding Blankets Splints Triangular bandages	
4	None		Make key available to students.
5.	Complete Check-Out Activities during practice sessions. Use the Evaluator's Final Checklist for checking the student out.		

Objective _____

Module X-C

PERFORMING MOUTH-TO-MOUTH RESUSCITATION

(Title)

CONTENTS OF MODULE

Student Information

Activity

Page

Student Self-Checks

Mouth-to-Mouth Resuscitation

4

2

Evaluator's Final Checklist: Performing Mouth-to-Mouth Resuscitation

5

4

SUGGESTED AUDIOVISUAL MATERIALS

American National Red Cross Multimedia Standard First Aid Film: "Mouth-to-Mouth Resuscitation (Reel 1).

2

RECOMMENDED REFERENCES

TOPIC: Performing Mouth-to-Mouth Resuscitation

American National Red Cross Multimedia Standard First Aid Workbook, pp. 1-42

1

PERFORMING MOUTH-TO-MOUTH RESUSCITATION

(Title)

Learning
Activity No.

Suggestions

Tools, Equipment and Supplies

Teacher's Notes

1	To qualify for the Red Cross certificate, the suggested book is required.	<u>Multimedia Standard First Aid Workbook</u>	
2	To qualify for the Red Cross certificate, the suggested film is required.	Film 16 mm Projector Screen	
3	Students can practice all of the procedures except for the artificial ventilation on each other; otherwise the mannequin is used.	Resusci-Annie Doll	
4	None		Make key available to students.
5	Complete Check-Out Activities during practice session. Use the Evaluator's Final Checklist for checking the students out.		

Objective _____

Module X-D

RELIEVING OBSTRUCTED AIRWAYS

(Title)

CONTENTS OF MODULE

Student Information

Activity

Page

Student Self-Checks

The Obstructed Airway

4

3

Evaluator's Final Checklist: Relieving Obstructed Airways

5

4

SUGGESTED AUDIOVISUAL MATERIALS

American National Red Cross Multimedia Standard First Aid Film, "Relieving the Obstructed Airway"

2

RECOMMENDED REFERENCES

TOPIC: Relieving Obstructed Airways

American National Red Cross Multimedia Standard First Aid Workbook, pp. 43-72

1

Objective _____

Module X-D _____

RELIEVING OBSTRUCTED AIRWAYS

(Title)

Learning
Activity No.

Suggestions

Tools, Equipment and Supplies

Teacher's Notes

1	To qualify for the Red Cross Certificate, the suggested book is required for use.	<u>Multimedia Standard First Aid Workbook</u>	
2	To qualify for the Red Cross Certificate, the suggested film is required for use.	<u>Multimedia Standard First Aid Film</u> 16 mm projector Film Screen	
3	Students work in pairs, taking turns being the victim and first aider. Mannequin can be used for unconscious victim.	Blanket Mannequin	
4	None		Make key available to students.
5	Complete Check-Out Activities during practice sessions. Use the Evaluator's Final Checklist for checking the student out.		

Objective _____

Module XI - A

PREPARING PATIENTS FOR SURGERY

(Title)

CONTENTS OF MODULE

Student Information

Activity

Page

Student Self-Checks

Preoperative Care of Patient

2

2

Terminology

3

3

Evaluator's Final Checklist: Preparing Patients for Surgery

6

4

SUGGESTED AUDIOVISUAL MATERIALS

Trainex Filmstrip "Preoperative and Postoperative Care"

4

RECOMMENDED REFERENCES

TOPIC: Preparing Patients for Surgery

Lucile A. Wood and Beverly J. Rambo, Nursing Skills for Allied Health Services, 2nd ed., pp. 467-478.

1

PREPARING PATIENTS FOR SURGERY

(Title)

Learning
Activity No.

Suggestions

Tools, Equipment and Supplies

Teacher's Notes

1	Another reference may be used if the one suggested is not available ,		
2	None		Make key available to students.
3	None		Make key available to students.
4	Another filmstrip may be substituted if one suggested is not available.	Filmstrip Projector Cassette player	
5	A training doll should be used for the skin preparation. Have students work in pairs.	Preparation tray Doll Blood pressure cuff Stethoscope Chart	Hospital gown Hospital bed with siderails Towels

Objective _____

Module XI - A

PREPARING PATIENTS FOR SURGERY

(Cont.)

(Title)

**Learning
Activity No.**

Suggestions

Tools, Equipment and Supplies

Teacher's Notes

6	Complete Check-Out Activities during practice sessions. Use the Evaluator's Checklist for checking the student out.		
254			255

PROVIDING POSTOPERATIVE CARE

(Title)

CONTENTS OF MODULE

Student InformationActivityPageStudent Self-Checks

Terminology

2

3

Postoperative Care of the Patient

3

4

Evaluator's Final Checklist: Providing Postoperative Care

6

6

SUGGESTED AUDIOVISUAL MATERIALS

Trainex Filmstrip: "Preoperative and Postoperative Care"

4

RECOMMENDED REFERENCES

TOPIC:

Lucille A. Wood and Beverly J. Rambo, Nursing Skills for Allied Health Services, 2nd ed., pp. 481-502.

1

Objective _____

Module **XI- B****PROVIDING POSTOPERATIVE CARE**

(Title)

Learning
Activity No.

Suggestions

Tools, Equipment and Supplies

Teacher's Notes

1	Another reference may be substituted if the one suggested is not available.		
2	None		Make key available to students.
3	None		Make key available to students.
4	Another filmstrip may be substituted if the one recommended is not available.	Filmstrip Projector Cassette player	
5	Have students work in pairs and take turns being the patient and health assistant.	Hospital bed Four pillows Sphygmomanometer Stethoscope	259

258

Objective _____

Module XI-BPROVIDING POSTOPERATIVE CARE(contd.)
(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
6	Complete Check-Out Activities during practice sessions. Use the Evaluator's Final Checklist for checking the student out.		

260

261

Objective _____

Module XI - C

OBSERVING, REPORTING, AND APPLYING BINDERS AND BANDAGES

(Title)

CONTENTS OF MODULE

Student Information

Activity

Page

Student Self-Checks

TERMINOLOGY

2

3

BINDERS AND BANDAGES

10

4

Evaluator's Final Checklist: OBSERVING, REPORTING, AND APPLYING BINDERS AND BANDAGES

12

5

SUGGESTED AUDIOVISUAL MATERIALS

Trainex filmstrip, "Application of Bandages and Binders"

3

RECOMMENDED REFERENCES

TOPIC: Binders and Bandages

Lucile A. Wood and Beverly Rambo, Nursing Skills for Allied Health Services, pp. 632-647.

1, 11

OBSERVING, REPORTING, AND APPLYING BINDERS AND BANDAGES

(Title)

Learning
Activity No.

Suggestions

Tools, Equipment and Supplies

Teacher's Notes

1	May use another reference.		
2			Make answer key available to students.
3		Filmstrip, projector, cassette player	
4	Work in pairs, one practice on arm, the other practice on the leg.		Students should have learned to apply spiral (open and closed), figure 8 and triangular bandage in First Aid module.
5	Keep elbow bent while applying bandage.		Students should have learned to apply spiral (open and closed), figure 8 and triangular bandage in First Aid module.

Objective _____

Module XI - C**OBSERVING, REPORTING, AND APPLYING BANDAGES AND BINDERS**(contd.)
(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
6			Have available various binders used in your institution. Show the students where on the patient's body each type of binder might be used.
7	Work in pairs in clinical lab.		Observe the practice, making sure that they apply bandage from bottom to top for surgical patients and top to bottom for obstetrical patients.
8	Work in pairs in clinical lab.		
9	Use mannequin or doll;		
10	266		Make answer key available to students. 267

Objective _____

Module XI - C**OBSERVING, REPORTING, AND APPLYING BINDERS AND BANDAGES**(contd.)
(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
11	None		
12	Complete Check-out activities during practice sessions. Use the evaluator's checklist for checking the student out.		

Objective _____

Module XI - D

APPLYING RESTRAINTS

(Title)

CONTENTS OF MODULE

Student Information

Activity

Page

Student Self-Checks

APPLYING RESTRAINTS

6

2

Evaluator's Final Check list: APPLYING RESTRAINTS

8

4

SUGGESTED AUDIOVISUAL MATERIALS

Trainex filmstrip, "Use of Protective Restraints"

2

Trainex filmstrip, "The Use of Restraints"

RECOMMENDED REFERENCES

TOPIC: USE OF RESTRAINTS

Lucile A. Wood and Beverly J. Rambo, Nursing Skills for Allied Health Services, 2nd edition

pp. 619 - 631.

1
7

APPLYING RESTRAINTS

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1	May use other references if desired.		
2		Projector, filmstrip, cassette player	You may use Trainex filmstrip, "The Use of Restraints"
3			Make available all types of restraints that are used at health care facilities.
4	Work in teams - restrain each other in chair, bed.		Encourage students to become familiar with all restraints.
5	Try to imagine the psychological effect the restraints might have on you if you were the patient.		

Objective _____

Module XI - DAPPLYING RESTRAINTS

(contd.)

(Title)

Learning
Activity No.

Suggestions

Tools, Equipment and Supplies

Teacher's Notes

6

Make key available to students,

7

Have students write answers to multiple choice questions on another sheet of paper and then check answers.

8

Complete Check-Out Activities during practice sessions. Use the evaluator's checklist for checking student.

If any restraints are being used in the clinical setting, arrange for students to observe how they were applied, correctly and safely.

274

275

ACHIEVEMENT RECORD

ACHIEVED THE PERFORMANCE LEVELS LISTED FOR THE PROGRAM OF

HEALTH OCCUPATIONS I

276

Scale Value

A — Accomplished
V — Attempted
N/A — Not Attempted

Instructor

Initials

1. _____
2. _____
3. _____

TASK NO.	TASK	FINAL RATING	DATE	INSTRUCTOR INITIALS
I - A	Washing Hands			
I - B	Preparing Equipment for Sterilization			
I - C	Preparing an Isolation Unit			
I - D	Performing Terminal Disinfection			
I - E	Serving and Removing Food Trays for the Isolation Patient			
I - F	Putting on and Removing Gloves and Face Masks			
I - G	Putting on and Removing Sterile or Non-Sterile Isolation Gown			
II - A	Measuring and Recording Patient's Temperature			
II - B	Measuring and Recording the Pulse			
II - C	Measuring and Recording Respiration			
II - D	Measuring and Recording Blood Pressure			
III - A	Measuring and Recording Height and Weight			
III - B	Positioning Patients for Physical Exam and Assisting with the Physical Exam			
III - C	Administering the Eye Chart Exam			
IV - A	Transporting Patients			
IV - B	Transporting Injured Victims			
IV - C	Admitting, Transferring and Discharging Patients			
IV - D	Positioning Patients			
IV - E	Performing Range of Joint Motion Exercises			
IV - F	Ambulating Patients			
V - A	Making Unoccupied Beds			
V - B	Making Occupied Beds			
V - C	Making the Surgical Bed			
V - D	Adjusting the Hospital Bed			

Scale Value

A – Accomplished
V – Attempted
N/A – Not Attempted

Instructor Initials

1. _____
2. _____
3. _____

TASK NO.	TASK	FINAL RATING	DATE	INSTRUCTOR INITIALS
VI - A	Caring for Patient's Hair and Nails			
VI - B	Giving the Patient a Bath			
VI - C	Shaving a Male Patient			
VI - D	Caring for Patient's Skin			
VI - E	Giving Oral Care			
VI - F	Assisting Patients in Dressing and Undressing			
VII - A	Screening Incoming Calls, Recording and Relaying Messages, and Placing Outgoing Calls			
VII - B	Greeting and Directing Visitors			
VII - C	Initiating and Responding to Intercom Communications			
VIII - A	Assisting with Nutrition			
IX - A	Collecting, Testing, Charting, and Recording Specimens			
IX - B	Assisting with Care of Urinary Drainage			
IX - C	Assisting Bed Patient with Elimination of Body Wastes			
IX - D	Measuring and Recording Intake and Output			
X - A	Bandaging Patients			
X - B	Applying Splints			
X - C	Performing Mouth-to-Mouth Resuscitation			
X - D	Relieving Obstructed Airways			
XI - A	Preparing Patients for Surgery			
XI - B	Providing Postoperative Care			
XI - C	Observing, Reporting, and Applying Binders and Bandages			
XI - D	Applying Restraints			

WORK HABITS

In the instructor's opinion, this student:

Begins work promptly

Works without wasted efforts and resources

Follows established safety and health procedures without being reminded

Works courteously and cooperatively with others

Responds to evaluations and criticism with willingness to improve

Seeks out additional work and responsibilities

Satisfactory	Needs Improvement	Inst. Initials